

EFFECTIVE COLLABORATION WITH EMPLOYERS FOR TVET: LESSONS FROM PRACTICAL PARTNERSHIP PILOTS



Introduction

Collaboration is the core foundation for a successful TVET system. Without the engagement of employers in the TVET sector, there are few opportunities to ensure that the skills being taught are relevant and in demand within the market. When employers are an integral part of designing, implementing and quality assuring TVET, trainees can access relevant skills to be job-ready. This improves the productivity of industry and performance of Nepal's economy.

Dakchyata supported ten skills development partnership models in the tourism, construction, and agriculture sectors. Launched in March 2020, they aimed to encourage closer engagement between public and private sector actors and develop new ways of working for the TVET sector in Nepal. Through these practical partnership pilots, Dakchyata has sought to learn approaches that create, maintain and strengthen relationships with the private sector.

Dakchyata has identified four forms of collaboration that are supporting more effective TVET provision:

Inform	Build understanding on TVET.
Consult and Share	Gather perspectives to shape models.
Participate	Directly support trainees to access skills and work opportunities.
Ownership	Formalise collaborative decision-making structures.

Key findings

1 Inform private sector actors to build understanding on TVET

TVET has not always engaged or been accessible for employers and industry experts to engage with, leading to limited understanding of the sector. The Dakchyata pilots have invested heavily in raising the awareness of the private sector through sharing engagements to introduce the pilots, the aims, and the key concepts and methodologies to be used.

These engagements have worked best when they have continued throughout the pilot life. This has given private sector actors an opportunity to continue to grow their understanding of the sector and its benefit and has further served as a gateway for more intensive collaborative relationships to flourish.

2 Consult and share to gather private sector perspectives to shape models

The TVET sector has not always been able to adequately listen to and reflect the specific industry needs of the private sector into curriculums and training designs. To address this, Dakchyata pilots intensified their relationships with the private sector through the creation of spaces for them to share and debate their insights, needs and preferences. These perspectives, often gathered through formalised market assessment approaches, have led to the identification of skills and curriculum gaps and have shaped resulting adaptations to what is taught within TVET and how it is taught.

At this level, public-private actors are beginning to work for a common goal and benefit. When private sector actors can see how they are influencing TVET practice and the benefit it has, they have proactively engaged with further TVET activities. The pilots were supported by private sector actors with in-kind support of materials for trainings and irregular monitoring procedures to review training quality, which in many cases led to a willingness amongst the private sector actors to hire trainees.

3 Create routes for private sector actors to directly support trainees to access skills and work opportunities

A major milestone in collaboration practices within the pilots has been the shift from sharing and consulting with private sector actors to creating routes for them to actively participate through the provision of skills or work opportunities for trainees.

Employers have provided apprenticeships or access to land and resources for trainees to develop their skills, whilst other industry workers have taken up roles alongside TVET trainers to provide additional support and coaching to trainees as they master skills that will ensure they are job ready or provided linkages to employment opportunities after trainings.

The willingness of private sector actors to directly participate in TVET provision reflects the trust that has been built with providers and the understanding that their engagement will ultimately strengthen their future workforce and effectiveness.

4 Support ownership through the formalisation of collaborative decision-making structures

The Dakchyata pilots have made most significant progress in the development of public-private steering groups and committees which support the governance of the pilots. From shaping the design of the TVET model, to relationship brokering and ensuring the quality of apprenticeship schemes; these structures allow employers and industry experts to be fully integrated in TVET provision.

These structures have worked because they support meaningful participation, where private sector groups and individuals have clear roles and responsibilities. In this way, they can use their experience to benefit TVET and ultimately their industry, as a result of which they are able to take ownership of TVET.

Next steps

To continue to strengthen collaboration across the TVET sector, there is a need for providers and stakeholders to focus on:

- 1 **Strengthening of market assessment processes** to gain greater participation of employers and industry experts in identifying local market needs and necessary adaptations to curriculum.
- 2 **Sharing evidence of the effectiveness of public-private collaboration** to build trust and understanding of potential benefits amongst employers and industry experts.
- 3 **Committing to improving** the representation and influence of private sector actors within TVET decision making structures.

For more information, visit the Dakchyata website: <https://www.dakchyata-nepal.org/>

Dakchyata: TVET practical partnership is a skills development programme, funded by the European Union and delivered by the British Council in partnership with the government of Nepal, to realise the potential of young people who – equipped with the right skills – can contribute to national economic success in the agricultural, tourism and construction industries.

This publication was produced with the financial support of the European Union. Its contents are the sole responsibility of Dakchyata/British Council and do not necessarily reflect the views of the European Union.